



Institutional Effectiveness Report Advisement & Counseling

3. Academic Advising

It is the mission of the Advisement and Counseling Center to develop and strengthen an environment conducive to meaningful growth of all students and members of the University. It is an environment that respects the diversity and the dignity of each individual's experience in relation to academic performance and the pursuit of life and career goals. Students will be assisted in the clarification of their life and career goals, along with the development of their educational plans for the realization of these goals.

Indicators:

- I. Advisors will meet with students in a timely manner to do an effective job of advising.
- II. Advisors will conduct their advising sessions in a professional and ethical manner.
- III. Advisors will assist students in developing an educational plan consistent with life goals and objectives to include alternative courses of action, alternate career consideration, and selection of courses.
- IV. Advisors will provide accurate information about institutional policies, procedures, resources, and programs.

Assessment Methods

Advisement Survey

The Advisement Survey is a survey that was randomly distributed during the spring semesters of the academic years 1998-1999 and 1999-2000. During the academic year 1997-1998, the survey was randomly distributed during the fall semester. The purpose of this year only was to survey primarily new students who are advised during the fall.

The Advisement Survey is the primary assessment method used to measure the four indicators listed above. Other informal methods of assessment are used such as contact with professors, analysis of advisor schedules, and staff meetings which are not reflected in the report. The core elements of advisor behavior are availability, knowledge, and helpfulness. Availability refers to the accessibility of an advisor to students and to whether the advisor honors posted office hours and scheduled appointments. Knowledge refers to both the accuracy and the timeliness of the information the advisor provides the students. Helpfulness refers to the extent that an advisor is perceived to express interest and concern for individual students and to provide information that is useful to the needs they articulate. These three dimensions of an advisor's performance are most frequently assessed using feedback from students.

Below are the questions found on the Advising Survey:

Performance Funding Act 359 Question – Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below. (In selecting your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction as well as telephone, e-mail, and other means.)

☐ Very Dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very Satisfied

This question was used to measure Indicator I. Favorable results on this question indicates advisors are meeting with students in a timely manner and effectively providing the information students need to register for classes.

The following five questions remained the same for the three academic years reported. The answer choices were formatted differently in each of the three years. The answer choices were:

1999-2000	Outstanding	Above Average	Average	Satisfied	Marginal	Unsatisfactory
1998-1999	Disagree	Agree				
1997-1998	Yes	No				

Question 1. Do you feel your advisement conference was conducted in a courteous manner?

Question 1 was used to measure Indicator II. Advisors are expected to conform to accept professional standards of conduct as proposed by the National Academic Advising Association. A favorable response to Question 1 will indicate appropriate professional and ethical behavior.

Question 2. Do you feel the advisement conference was unhurried?

This question was also used to measure Indicator II.

Question 3. Do you feel your advisor was attentive to your needs?

The third question was used to measure Indicators II & III. A positive response to the third question would measure the advisor's knowledge and helpfulness, which are included in Indicators II & III.

Question 4. Do you feel sufficient answers were given to your questions, if any?

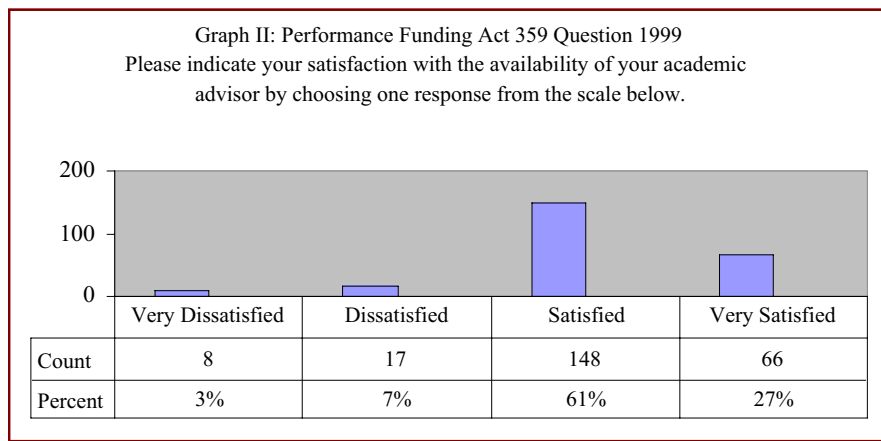
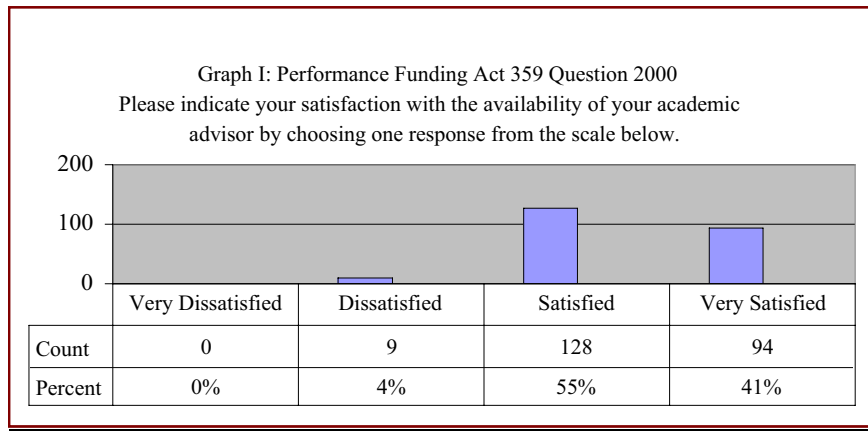
The fourth question was used to measure the knowledge and helpfulness of the advisor, which are included in Indicators III & IV.

Question 5. Do you wish to have a change of advisor for any reason?

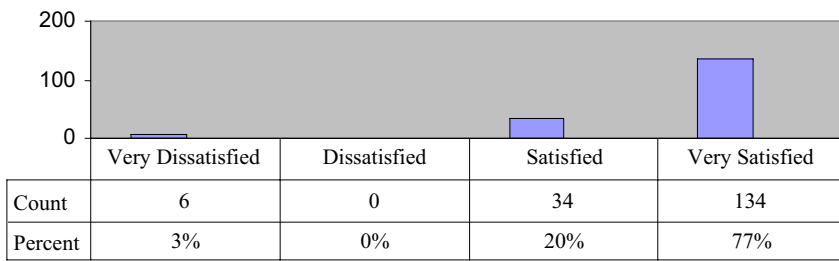
A student can have a positive reason to change advisors such as a major change. A student may want to change advisors because they perceive the advisor to be unavailable, unhelpful, or unknowledgeable. Question 5 was not used because it was ambiguous as to the reasons why a student would request a change of advisor.

Assessment Results:

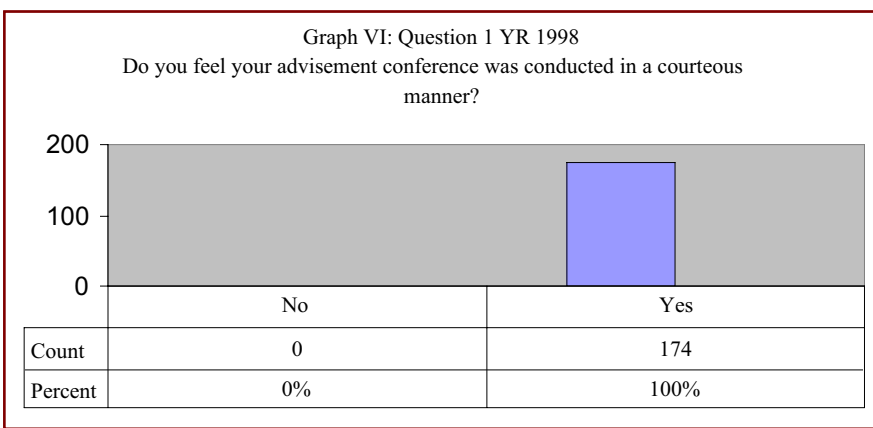
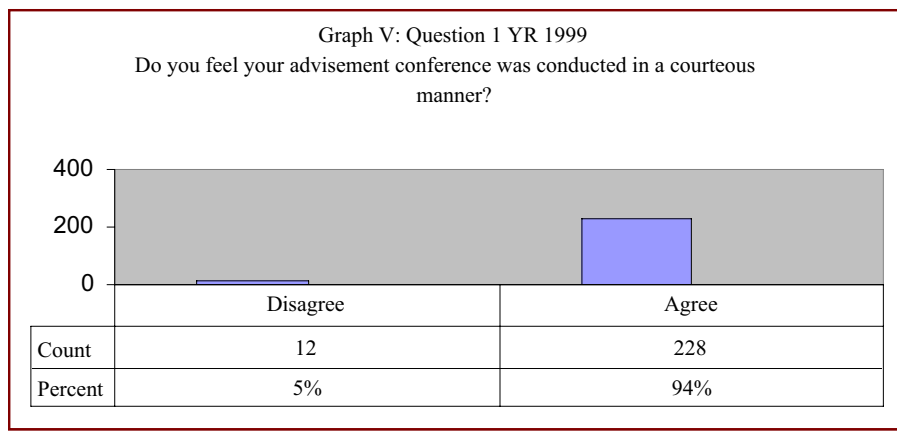
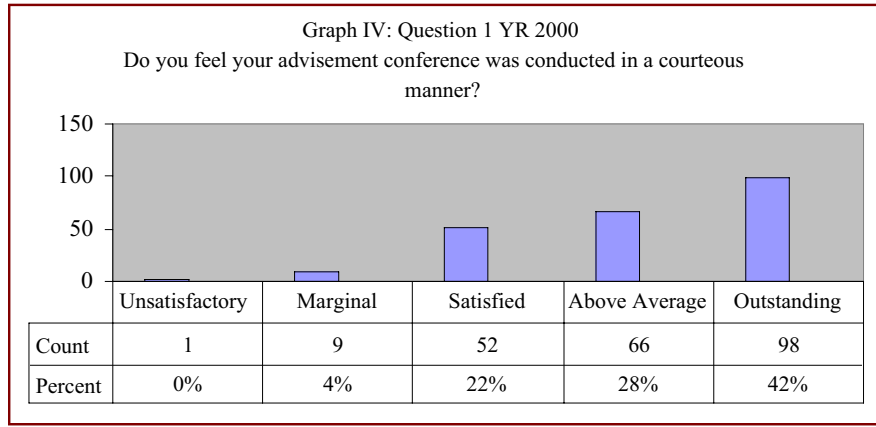
Performance Funding Act 359 results for 1999-2000, 1998-1999, and 1997-1998 are shown below.



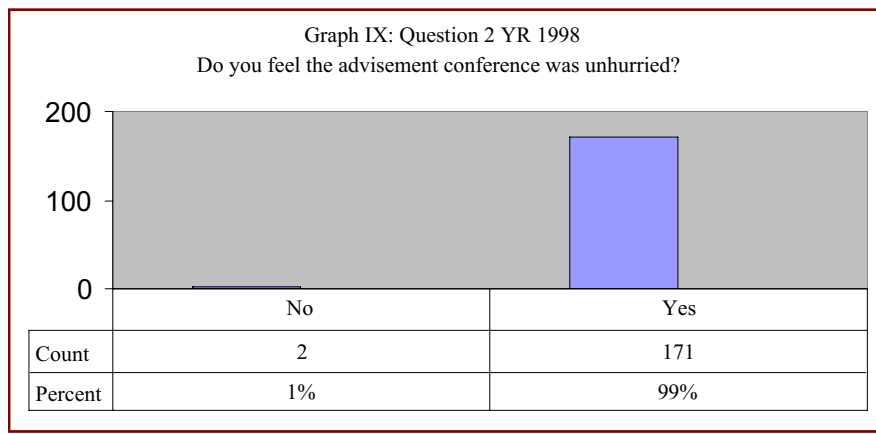
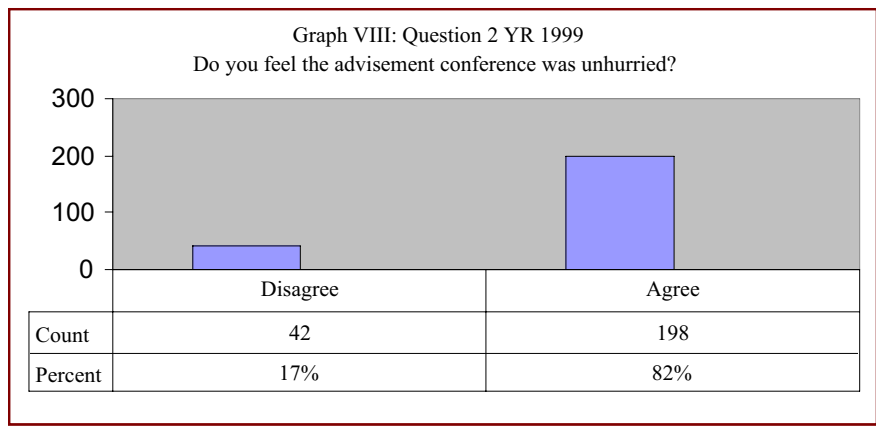
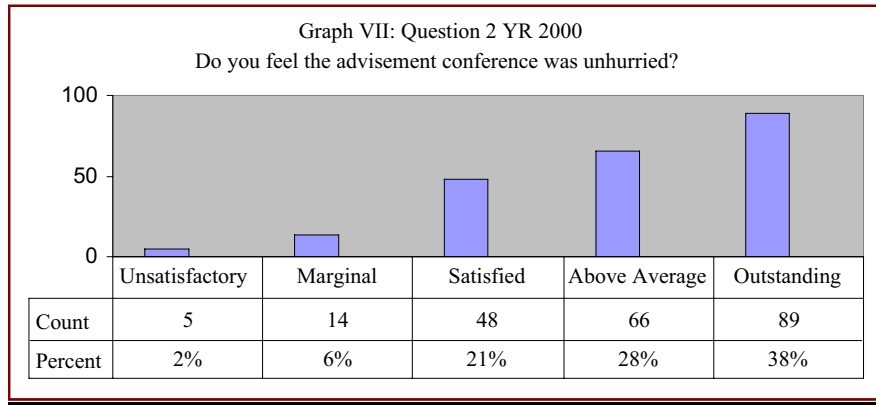
Graph III: Performance Funding Act 359 YR 1998
Please indicate satisfaction with availabilty of academic
advisor by choosing response from scale below.



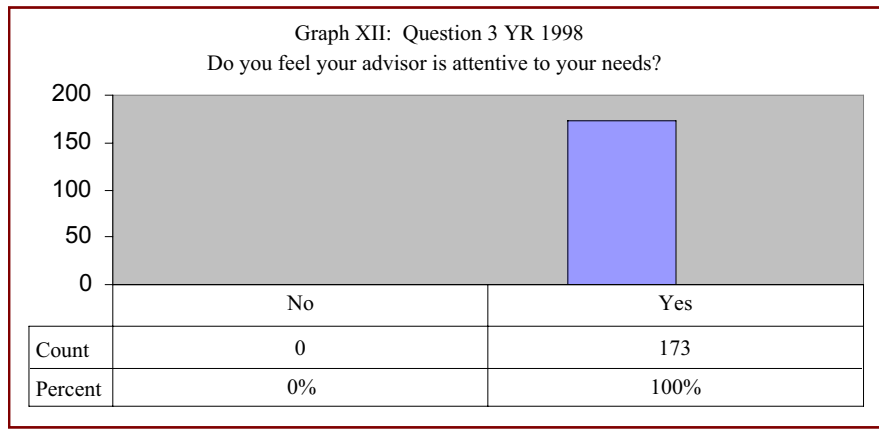
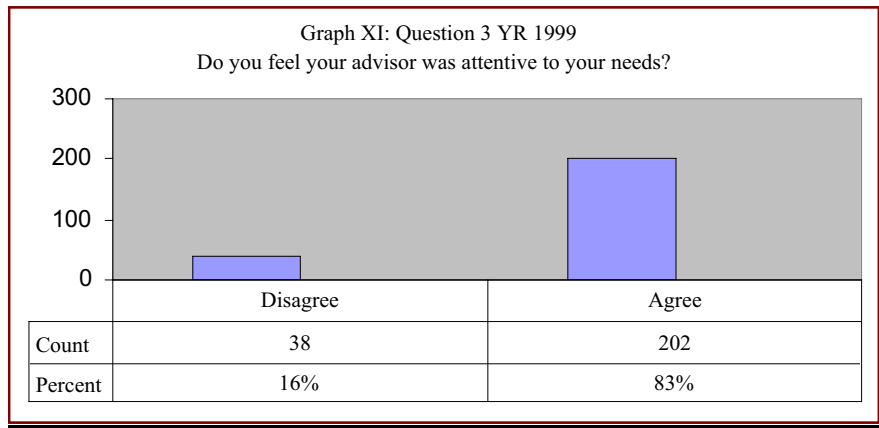
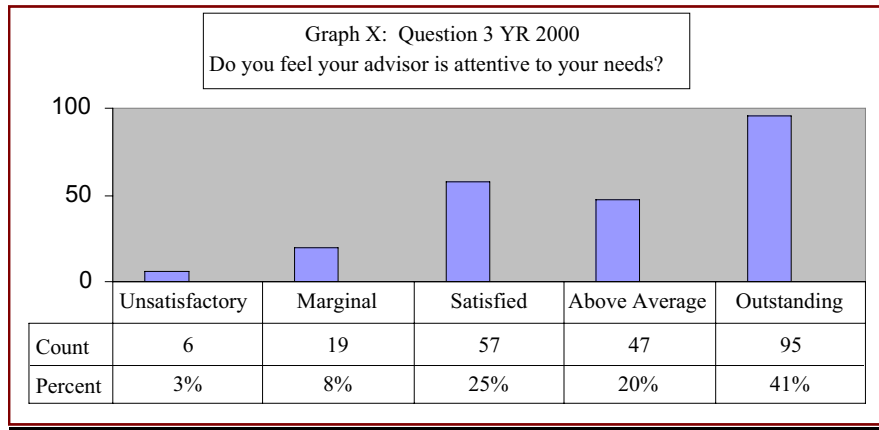
Question 1 Results:



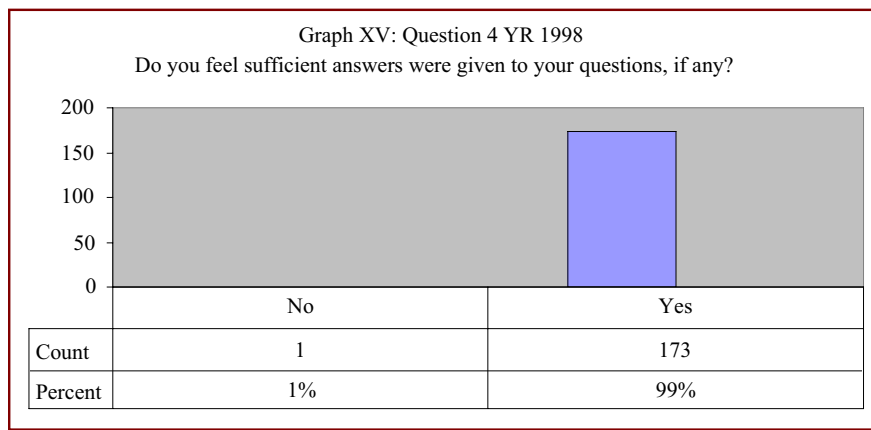
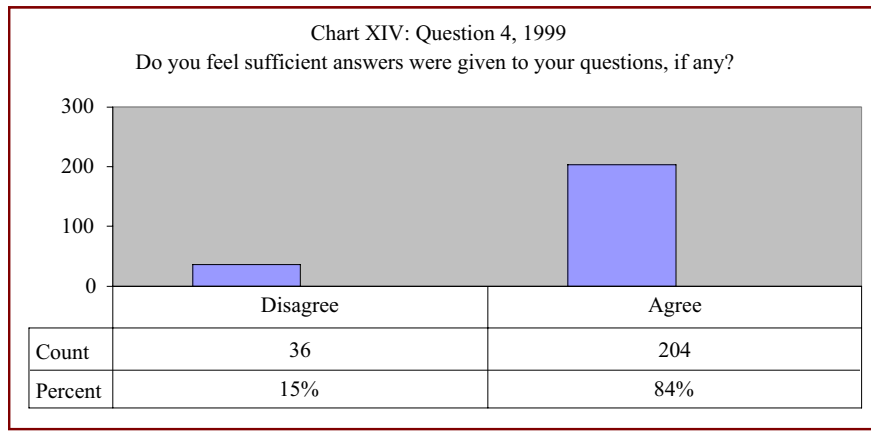
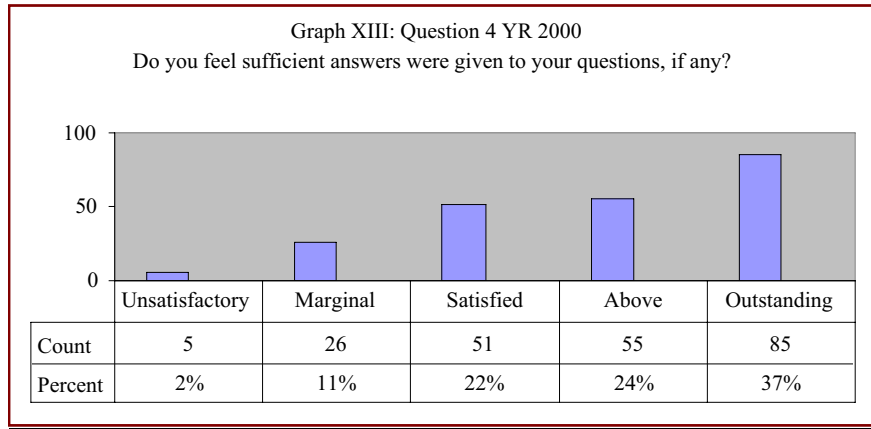
Question 2 Results:



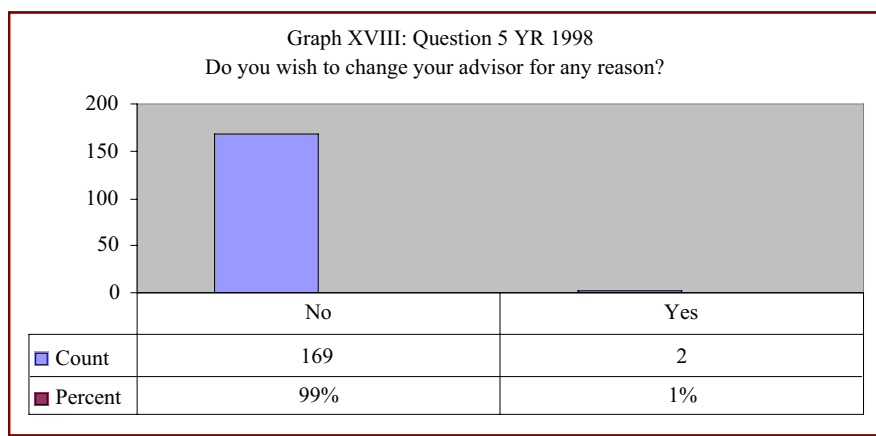
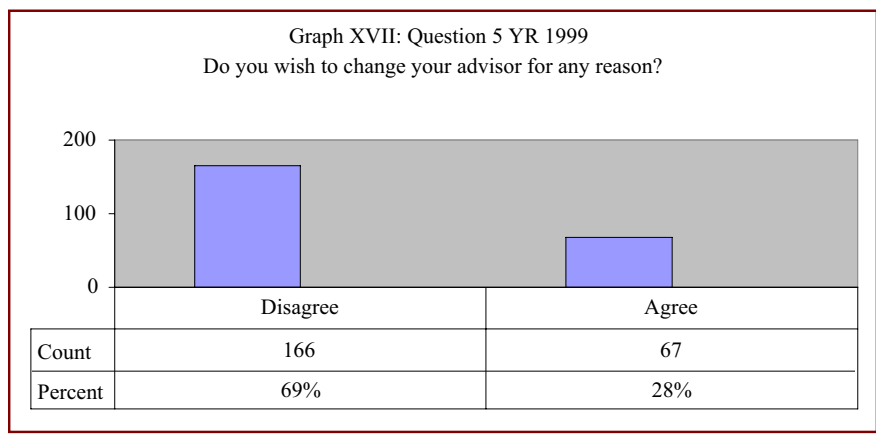
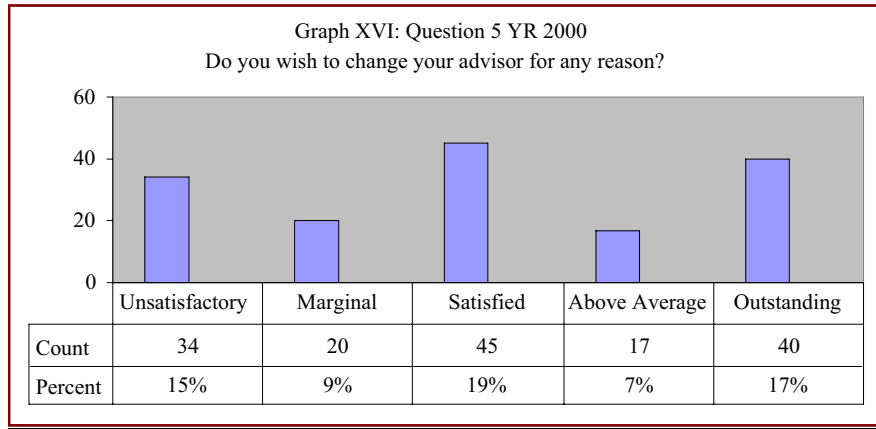
Question 3 Results:



Question 4 Results:



Question 5 Results:



Indicator I: Advisors will meet with students in a timely manner to do an effective job of advising. (See Performance Funding Act 359 2000, 1999, Question 5 1998)

The Performance Funding Act 359 question of 1999, 2000 and Question 5 1998 was used to measure the students' overall satisfaction with the advising process. Overall, USC Sumter students are satisfied with the advising process. Graphs I, II, and III indicate that over 90% of the students were satisfied with their advisors and the availability of the advising staff.

Performance Funding Act 359 Question – Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below. (In selecting your rating, consider the advisor’s availability via office hours, appointments, and other opportunities for face-to-face interaction as well as telephone, e-mail and other means.)

Performance Funding Act 359 Question	
YR 2000	91% Satisfied or Very Satisfied
YR 1999	88% Satisfied or Very Satisfied
YR 1998	97% Satisfied or Very Satisfied

**Question 5 YR 1998 – Please indicate the degree of satisfaction you feel with regards to how your concerns were dealt with.*

**The CHE question was not available in 1998, and it was determined by the Director of Advisement that question #5 on the 1998 survey closely measured Indicator I.*

Indicator II – Advisors will conduct their advising sessions in a professional and ethical manner. (See Questions 1,2,3.)

Questions 1, 2, and 3 were determined to reflect advisors’ professional and ethical conduct. These questions will measure the advisors’ knowledge of the advisement process. Results for these questions were reported in Graphs IV, V, VI, VII, VIII, IX, X, XI, and XII. Overall, results were favorable with the lowest percentage being Question 2, 1999 with 82% agreeing their advisement was unhurried. These results reflect positively on the staff of advisors.

Question 1 – Do you feel your advisement conference was conducted in a courteous manner?	
YR 2000	92% Satisfied, Above Average or Outstanding
YR 1999	94% Agree
YR 1998	100 % Yes

Question 2 – Do you feel the advisement conference was unhurried?	
YR 2000	87% Satisfied, Above Average or Outstanding
YR 1999	82% Agree
YR 1998	99% Yes

Question 3 – Do you feel your advisor is attentive to your needs?	
YR 2000	86% Satisfied, Above Average or Outstanding
YR 1999	83% Agree
YR 1998	100% Yes

Indicator III – Advisors will assist students in developing an educational plan consistent with life goals and objectives to include alternative courses of action, alternate career consideration, and selection of courses. (See Questions 3,4.)

Graphs X, XI, XII, XIII, XIV, and XV indicate a positive response to the questions related to advisors developing academic and career goals with the students.

Question 3 – Do you feel your advisor is attentive to your needs?	
YR 2000	86% Satisfied, Above Average or Outstanding
YR 1999	83% Agree
YR 1998	100% Yes

Question 4 – Do you feel sufficient answers were given to your questions, if any?	
YR 2000	83% Satisfied, Above Average or Outstanding
YR 1999	84% Agree
YR 1998	99% Yes

Indicator IV – Advisors will provide accurate information about institutional policies, procedures, resources, and programs. (See Questions 4)

Graphs XIII, XIV, and XV indicate that advisors were knowledgeable about institutional policies and procedures.

Question 4 – Do you feel sufficient answers were given to your questions, if any?	
YR 2000	83% Satisfied, Above Average or Outstanding
YR 1999	84% Agree
YR 1998	99% Yes

Use of Assessment Findings:

Assessment findings are used to provide feedback to the director of advisement and staff and for program improvement. The advisement center will continue to identify and operationally define valid indicators that will assess whether the advisement process is working, and/or whether desired outcomes are being achieved.

Indicators will be continuously improved, as will the survey methods. The current indicators used the survey questions as clusters to measure outcomes. Future surveys questions will specifically reflect the indicators for more accurate results.

Chronology

1997-1998 – This year the Advisement Evaluation was distributed in the fall semester. The Performance Funding Act 359 question was not yet a part of the advisement evaluation. There were six questions on the evaluation. The answer choices were **Yes** or **No** except the fifth question. The choice for this question was a four point Likert scale, **Very Dissatisfied, Dissatisfied, Satisfied, and Very Satisfied**. This evaluation also asked the student to list their name, social security number, and date.

1998-1999 – In the spring of 1999 the Advisement Evaluation form had added the Performance Funding Act 359 question which is used for performance funding and is dictated by the Commission for Higher Education. This question can not be changed by the advisement center. The CHE question uses a four point

Likert scale **1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, and 4 = Very Satisfied**. The evaluation was administered in the spring for Performance Funding Act 359 purposes. The target group was first and second year students who had been advised in the fall.

The five questions designed by the Advisement Center for 1999 were the same questions with the answer choices, **1 = Disagree and 2 = Agree**.

1999-2000 - In the spring of 2000, the Director of Advisement changed the response choices to the five questions to improve information obtained by the survey results. A five point Likert scale was used. **1 = Outstanding, 2 = Above average, 3 = Satisfied, 4 = Marginal, and 5 = Unsatisfactory**. Question 5 asking the student if they wanted a change in advisor was considered an ambiguous question. Future surveys will not have this question. A student can have many reasons for a change of advisor. They may be changing their major or moving to another campus.

Recommendations

At the beginning of the 1999-2000 academic year it was suggested by the Director of the Center that all advisors would join the National Academic Advising Association (NACADA). In October 2000 the director attended the national conference of NACADA. At the conference, the director earned CEU's for attending workshops related to advisement. An all day pre-conference workshop was attended on designing and implementing a successful advising program. Topics covered were:

1. How to obtain administrative support for your advising program.
2. Training advisors
3. Methods of evaluation of the program and the advisors.

Ideas from the workshop were implemented into the objectives of the advisement center. One result was a reorganization of our student orientation for new students. Following a model presented by Penn State University, all advisors participate in the orientation and present one session on "what is the advisement process". Later in the day, the students were advised and registered for classes. Students are given the opportunity to make an appointment later in the week if needed to discuss career issues and to supplement the initial session with the advisor.

Professional Development – Based on the results of the surveys, all advisors have implemented continuing education in the area of academic advising to address some of the indicators of the survey. Workshops on communication skills, career counseling, and meetings with faculty and administrators in Sumter, Columbia and Spartanburg have been recommended. A recent distance learning summit meeting between the faculty and staff involved in the Spartanburg education program on both the Sumter and Spartanburg campus is an example of actions that will help improve the advisement process.